Education:- Federal Aid for 1921.

~~Supervisors, State, of Rural Schools.~~

Smith-Hughes

FEDERAL AND STATE VOCATIONAL SCHOOL CONFERENCE OPENS

Annual Meeting For Southern Region, Attracting Officials of Federal Board For Vocational Education and Rehabilitation and State Supervisors and Teacher-Trainers, Holds First Session; Abercrombie Principal Speaker Monday; Moton Pleads For Justice in "Dividing Material Things of Life" With Negro; Agricultural Supervisors Meet in Afternoon

The Montgomery Advertiser

Nearly a hundred state and Federal educators assembled at the state capitol Monday morning to consider the vocational educational problem and its application to the school systems of the South. It was the fourth annual conference of state supervisors and teacher-trainers in agriculture, trades and industries, and home economics and the Federal Board for Vocational Education for the Southern States Region met with the state officials. Eleven southern states were reprsented.

Lewis H. Carris,, Assistant Federal Director for Industrial Rehabilitation, presided, Director Lamkin being detained in Washington owing to matters pending before Congress. The conference opened Monday morning at 9:30 at the capitol.

After a few words on the policy of the Federal government in cooperating with the states in vocational training, Mr. Carris introduced Dr. J. W. Abercrombie, State Superintendent of Education, who spoke on "The Place of Vocational Education in the State Program of Education."

Perhaps the outstanding point in Dr. Abercrombie's address was his declaration that Alabama cannot give her children the education which they should have, and which children in other states get without assistance from the Federal Government. There has been some difference of opinion, Dr. Abercrombie said, as to the participation of the Federal government in state education. For his part, the State Superintendant of Education declared that it appears just as logical for the wealthier states to help the poorer ones in educational matters as it is for the richer counties of a state to aid those whose taxable resources are smaller.

Dr. Abercrombie mentioned that although Alabama has climbed from the cellar with regards its standards of education, it is still only four steps from the bottom of the list in that respect. To give the children of Alabama vocational aducation on the scale which should be applied, would require taxation so heavy as to be confiscatory Dr. Abercrombie declared, and for this reason he frankly advocated Federal aid as an indirect means of getting help from the wealthier states,

In explaining the meaning of vocational education, Dr. Abercrombie declared that it is training for occupational efficiency, as opposed to liberal education, which he defined as the teaching of culture for cultures sake. Formerly the liberal idea dominated in education, and men were expected to somehow drift into the vocation which suited them best without preparation, Dr. Abercrombie said. Today, however, he declared, the trend of the times is towards practical vocational education, in the general reassessment of values and change of ideas following the war.

In emphasizing the need of vocational training, Dr. Abercrombie declared that the United States has unlimited natural resources, but that the most important of these is man, and unless he is developed to his highest point of efficiency the fullest development of other resources cannot follow. He deplored the fact that 95 per cent. of the young men of America go out into the world untrained, and declared that the time has come to give up our complacent comtemplation of everything American and get busy along lines of increased efficiency. Nation-wide vocational training is necessary, if the United States is to be an ultimate competitor in the markets of the world, he declared.

Finally, Dr. Abercrombie told his hearers that vocational training in agriculture is the best means on earth for stopping the migration of country people to town. He declared that Congress should come to the rescue of the states with ample appropriations increasing the scope of vocational education.

Dr. Abercrombie was followed by Dr. M. L. Brittain, State Superintendent of Education for Georgia, who although not on the program was called upon by the chairman. In a brief address Dr. Brittain declared that he considers the development of home economics and sound living as essential to advancement of education. He cited the example of the ancient Greeks as a case where sound minds and bodies were found together to a degree perhaps nver equalled since.

The third speaker was Dr. R. R. Moton, principal of Tuskegee Institute who spoke on "Vocational Education for negroes."

The celebrated negro educator paid his compliments to the state and federal educational authorities for cooprating with him and made a strong plea for equality in the dispensation of justice and the material things of life for the colored race. He declared that negroes do not seek social equality but that what they do want is the same opportunity to have good roads and good teachers as the whites and that an annual accounting between negro tenants and white landlords is an innovation which is very much desired by members of his race.

Dr. Moton cited an instance where in a certain unnamed county of Alabama, 1,000 negroes were organized into secret societies by an outside agitator. The negroes were armed and prepared on a certain day to demand a settlement of their grievances from the whites. "The radical agitator who started the trouble had told them of everything which they didn't have and mentioned nothing which they did have, as is customary in such cases," Dr. Moton said.

In some way, news of the proposed uprising came to educated negroes, who informed the white people. A meeting of both races was called at the courthouse, and the negroes were granted all their just requests. In the meantime, the negro agitator who had started the thing decamped with funds entrusted to his care.

Dr. Moton cited this as an example that negroes and whites can live together amicably. He made an appeal for more of the Christian's spirit in the relations between the races, and declared that social equality is the last thing which the negro wants.

The great need of the negro in the south today is to have its teachers educated here, so that they may imbibe the spirit and traditions of the south, Dr. Moton said. He declared that negroes going north to be trained cannot be expected to give as efficient service in southern schools as they might if trained here. Too often, he said, northern institutions of learning prove to be other than ideal for the negro student.

Dr. Moton was followed by Miss Sarah E. Luther, secretary of exceptional education of the Alabama Department of Education, who has charge of work dealing with illiterates.

Miss Luther made a strong appeal for the development of practical vocational education. She declared that home economics, for example, must consist of something vastly more than the manufacture of fudge and tatting if it is to amount to anything. She emphasized the fact that education is essentially a spiritual development, and pointed out the advantages which come to soul as well as body from proper vocational training.

Mr. Carris then declared, "I take pleasure in introducing myself," he being both the chairman and the next speaker on the program, and forthwith gave an account of the federal plan of industrial rehabilitation. He spoke of the beginning of similar work with men in the service in 1917, and the extension of activity to include men disabled in industrial work. He pointed out that this industrial rehabilitation differs from that of the military in that the federal government does not support the student during his period of trianing.

The final speaker of the morning session was James P. Munroe, vice-chairman of the Federal Board for Vocational Education, who arrived late and spoke very briefly. He especially complimented Alabama and the south generally upon the important part which they are destined to play in the development of the nation, owing to their great natural resources.

At the conclusion of the morning session, J. B. Hobdy, director of vocational education for Alabama, announced that the county educational authorities will furnish transportation for any visitors who wish to take a look at Montgomery county. He particularly urged outsiders to make a trip to Pike Road and to Ramer—"two of the south's real consolidated schools."

The conference recessed immediately afterwards, to meet at 2 p. m. at the Exchange Hotel, where the rest of the conferences will be held. The session Monday afternoon was divided into three distinct sections, the agricultural, trades and industrial, and home economics.

Those attending the meeting Monday morning were:

James P. Munroe, vice chairman, federal board for vocational education, Washington; Lewis H. Carris, assistant director for industrial rehabilitation, federal board for vocational education, Washington; J. A. Links, federal agent for agricultural education, Washington; J. C. Wright, chief, industrial education service, federal board vocational education, Washington; John A. Kratz, staff of industrial rehabilitation, Washington; Robert D. Maltby, federal agent for agricultural education, federal board Washington; H. M. Skidmore, agent, agricultural education, Pacific region, Washington; Miss Adelaide Steele Baylor, federal agent for home economics, Washington; Miss Anna E. Richardson, Federal board for vocational education, Washington; Mrs. Anna Lalor Burdick, federal agent for trades and industrial education for girls and women, Washington; C. H. Schopmeyer, assistant in agricultural instruction, state relation service, U. S. Department of Agriculture, Washington; Mrs. Ora Hart Avery, supervisor of home economics education, Richmond, Va.; C. H. Lane, assistant director of agricultural education, Washington.; J. W. Abercrombie superintendent of education, Montgomery; K. K. Blodgett, director agricultural school, Hampton Institute, Richmond, Va.; D. J. Burleson, state supervisor of vocational agriculture, Montgomery, Ala.; Miss Gail Burfield, supervisor of home management and assistant teacher-trainer, Alabama Technical Institute and College for Women, Montevallo; W. M. McLaurine professor of industrial education, Georgia School of Technology, Atlanta, Ga.; J. F. Cannon, supervisor trades and industrial education, Atlanta, Ga.; R. F. Jarvis, city director of vocational education, Birmingham, Ala.; James L. Sibley, extension professor of social work, University of Georgia, Athens, Ga.; L. M. Sheffer, assistant supervisor of agriculture, Athens, Ga.; Paul W. Chapman, supervisor of agriculture education, Athens, Ga.; Miss Guyton Teague, state supervisor home economics education, Jackson, Miss.; James J. Doster, dean, School of Education, University of Alabama, University, Ala.; C. F. Richards, part-time vocational teacher, Rt. 1, Carrollton, Ga.; James Arenton, supervisor industrial education, Tennessee; F. J. Hubbard, state director of vocational education, Jackson, Miss.; Miss Myrtle Brook, superintendent of education, Alabama, Technical institute and college for women, Montevallo, Ala.; M. D. Broadfoot supervisor trades and industrial education and teacher-trainer, Mississippi; Charles Martin, associate professor industrial education, M. L. Brittain, superintendent of education, Georgia, Atlanta.; Leo M. Favrot, state agent of rural schools for negroes, Baton Rouge, La.; E. D. Stivers, agricultural education, Alabama Polytechnic Institue, Auburn; D. L. Williams, supervisor of agriculture, Jackson, Miss.; J. B. Rutland, assistant director agricultural education Austin, Tex E. A. Haynie, supervisor of agricultural education for Florida Gainesville Fla.; J. B. Hobdy director of vocation education, Montgomery, Ala.; D. M. Clements, director of vocational education, Nashville, Tenn; Roy A. Olney, assistant supervisor of agriculture, North Carolina; N. E. Fitzgerald, professor of agricultural education, Knoxville, Tenn.; Miss Anna Belle Robinson, head of home economice department, Alabama Technical Institute and College for Women, Montevallo, Ala.; Miss Katherine Jones, teacher of home economics, Montgomery, Ala.; Miss Ada Terrill, director of retail training, Birmingham, Ala.; Herbert L. Paylor, industrial representative international correspondence school, Scranto, Pa.; C. C. Hayden, assistant district vocational officer, District No. 6, New Orleans, La.; W. G. Crandell, professor of agricutural education, Clemson, Agricultural College, Clemson College, S. C.; S. L. Chesnutt, professor and

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(From Other Side)

supervisor of vocational agriculture, Auburn, Ala.; John T. Wheeler, teacher-trainer in agriculture, Athens, Ga.; P. W. Fattig, professor of agricultural education, University of Florida, Gainesville, Fla.; Tho. H. Quigley, supervisor of trades and industries, Tallahassee, Fla.; George W. Coggin, supervisor trades and industrial education, West Raeligh, N. C.; T. L. Head, assistant county superintendent of education, Montgomery, Ala.; Miss Sarah E. Luther, secretary exceptional education, department of education, Montgomery, Ala.; Miss Epsie Campbell, supervisor of home economics, Athens, Ga.; Miss Marion L. Brittain, state director of vocational education for Georgia, Atlanta, Ga.; Miss Ivol Spafford, supervisor of home economics, Montgomery, Ala.; Miss Joan Hamilton, supervisor teacher-trainer college of industrial arts, Denton, Texas; Ben E. Harris, supervisor trades and industries, Montgomery, Ala.; Miss Jessie W. Harris, states supervisor home economics, Austin, Texas; T. E. Browne, director of vocational education, Raleigh, N. C.; Miss Clyde Mobley, assistant supervisor of home economics, Baton Rouge, La.; Miss Edith M. Thomas, state supervisor of home economics, North Carolina; Miss Lucy C. Cushman, state supervisor home economics, Gainesville, Fla.; Albert Barnett, itinerant teacher-trainer in agriculture, Jackson, Tenn.; J. W. Bridges, states supervisor vocational agriculture, Oklahoma City, Okla.; E. B. Matthew, state supervisor vocational agriculture, Little Rock, Ark.; Miss Harriet Boyer, teacher home economics, Newcomb College, New Orleans, La.; Blanche Gray, assistant state supervisor of home economics, Little Rock, Ark.; Shelton Phillips, state director of vocational education, Tallahassee, Fla.; Dabney S. Lancaster, professor of agricultrural education Virginia Polytechnic Institute, Blacksburg, Va.; J. Horace Kraft, professor agricultural education, A. and M. College, College Station, Texas; O. M. Clark, professor of agricultural education-teacher-trainer, A. and M. College, Oklahoma; Virgil P. McKinley, teacher-trainer, trades and industries, University of Alabama, University, Ala.; and Miss Edith M. Thomas, state supervisor home economics, North Carolina.

DIVISION OF BEHAVIORAL SCIENCE RESEARCH REEL 13

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Smith-Hughes Work

FEDERAL BOARD CONFERENCE AT HAMPTON

Training Staff Closes Successful Program

MANY TOPICS ARE DISCUSSED AND CO-OPERATION STRESSED BY ALL PRESENT

Hampton, Va., June 1.—"The large purpose of home-economics instruction in vocational schools and classes is self-Improvement, together with home and community betterment," declared Adelaide S. Baylor, Washington, D. C., federal agent for home economics, Federal Board for Vocational Education, at the close of the first five-day conference for the colored teacher training staff of the Southern region, which was recently held at Hampton Institute.

Miss Baylor, who was in charge of the conference, said: "Nine of the thirteen Statets with institutions approved by the Federal Board for training colored teachers of home economics, had a representative present at Hampton The following States were represented Virginia, North Carolina, Florida, Alabam, Texas, Arkansas Tennessee Kentucky and Louisiana. The missing States were: South Carolina Georgia Mississippi, and West Virginia. Five States supervisors of home economics assisted with the conference at Hampton—Guyton Teague, Mississippi; Martha Thomas, Tennessee; Edith Thomas North Carolina; Ivol Spafford, Alabama; and Ora Hart Avery, Virginia

"Hampton Institute made available all its facilities for making the conference a success. Carrie A. Lyford who is director of the Hampton Institute School of Home Economics, gave her entire time for five days to assisting with the conference program, which included (1) a field trip for community study, (2) a vist to, and study of, the Hampton Institute dormitories, (3) a half day spent in the Whittier School, which is used as a center for observation and practice teaching by Hampton students, (4) a visit to a typical, local, rural, colored school; and (5) an inspection of the industrial exhibit of the colored schools of Elizabeth City County, which was displayed at the county court house.

Program Based on Needs

Miss Baylor also stated that in order to carry out the vital purpose of vocational home-economics, there must be developed a program which is based on actual individual, home, and community needs. The field trip, for example, showed the teacher-trainers in home economics that, since housewives are caring for poultry, cows, and gardens, instruction must be given in the common activities of the home, both within and without, with a view to increasing the amount of productive work and thereby enlarging the family income.

"While the teacher," said Miss Baylor, "is the chief factor in training for home-making, her valuable time and energy must be conserved and her instruction must be made more efficient by the use of suitable plant and equipment, including charts, posters, exhibits, illustrative materials, bulletins, text-books, reference work, typewritten and mimeographed notes.

"If the community is known by a skillful teacher, there will be available people who can contribute from their experience and furnish valuable materials for the teaching of home economics. Such people will include, for example, merchants, manufacturers, dealers in special wares, gardeners, poultry raisers and small farmers."

Conference Program

While the conference was held under the direction of Anna E. Richardson, chief of the home-economics educational service of the Federal Board for Vocational Education, assisted by State supervisors and other experts, every member of the colored teacher-training staff participated at some time in the conference discussions.

The conference, program included the following topics: Purpose of Instruction in Home Economics, Adelaide S. Baylor; Family and Community Needs, Carrie A. Lyford and Guyton Teague; Plant and Equipment, Ivol Spafford; Illustrative Materials, Edith Thomas; Text-books and printed Materials, Carrie A. Lyford; Training Teachers in Service, Evalena A. Davis and Emma N. Mayberry; Supervised Home Management, Martha Thomas and Carrie A Lyford; Special Methods in Home Economics, Anna E. Richardson; Supervised Observation and School, Guyon Teague and Edith Thomas; and Clothing, Carrie L. Watson.

Example of Co-operation

The conference at Hampton Institute stressed the importance of providing good equipment, carefully-made plans and competent supervision in all home-economics work, and, above all, of developing the best type of womanhood. The conference was thoroughly helpful and valuable to all who attended it. The conference made important contributions to the home-economics program for 1921-1922. Charles F. Langworthy and Caroline Hunt, both of the office of home economics in the U. S. Department of Agriculure, were present for a portion of the conference and co-operatetd in the work dealing with sources and uses of illustrative materials. Lula H. Crim, Supervisor of the high schools and colored schools of Shelby county, Tenn., and Carrie L. Watson instructor in clothing, colored schools of Washington, D. C., were in attendance and contributed to the program.

Colored Teacher-Trainers

The colored teacher-trainers included Evalena A. Davis, State Normal school, Prairie View, Tex.; Emma N Mayberry, Southern University, Scotlandville, La.; Sadie C. Coffer, Winston-Salem, N. C.; Martha M. Brown Agricultural and Industrial Normal school, Nashville, Tenn.; Exie Lee Kelly, Branch Normal school ,Pine Bluff Ark.; Anabel Dixon, Tuskegee Institute, Tuskegee, Ala.; Edwina M. Wright, Virginia Normal and Industrial Institute, Petersburg, Va.; Bessie N. Hawkins, Agricultural and Industrial Normal school, Tallahassee, Fla.; and Ella H. Walker, State Normal school, Frankfort, Ky.

VIRGINIA NORMAL HEARS EDUCATORS AT CONFERENCE

Annual Meeting of Vocational Agricultural Instructors Ends at Petersburg

9/1/21

Petersburg, Va., Sept. 9.—The annual conference of vocational agricultural instructors was held last week at the Virginia Normal and Industrial Institute.

The conference was attended by the principals of the county training schools of Virginia, Dr. H. O. Sargent, federal regional agent for vocational agriculture; Thomas D. Mason, state supervisor of agriculture; G. W. Owens, teacher trainer for vocational agriculture; Mr. Doggett, instructor in agriculture at Hampton, and many others.

The address of welcome in behalf of the institute was delivered by Prof. C. W. Florence.

Thomas D. Eason, state supervisor of agricultural education, responded to the welcome address.

Prof. George W. Owens, teacher trainer in agriculture in Virginia, gave a demonstration in the application of survey data in planning a course of study.

Mr. Doggett, instructor in agriculture at Hampton, gave a very helpful talk on "Methods of Conducting Projects on a Twelve-month Basis at Hampton."

Among those who presented special topics were Messrs. J. M. Butts of Nottoway county, J. A. Oliver of Charles City county, J. P. Burley of Albemarle county, Herbert F. McFadden of Virginia Normal and several others.

A feature of the conference was the showing of motion picture films and stereopticon views of agricultural activities. These were under the direction of Prof. F. F. Simms, director of trade department of Virginia Normal and Industrial Institute.

The members of the conference expressed themselves as being well pleased with the general conduct of the conference and were very hopeful of the beneficial results to be gained from it.

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NEGRO EXTENSION WORKERS ACTIVE

BIRMINGHAM ALA NEWS
FEBRUARY 13, 1921

Good Results Are Being Accomplished, Says Director L. N. Duncan

AUBURN, Ala., Feb. 12.—Special.—In the opinion of Director L. N. Duncan, of the Alabama Extension Service, agricultural extension work among the Alabama negroes is furnishing a great service toward solving many vital problems pertaining not only to negroes but also to landlords and the merchant with whom they do business. This expression came from Professor Duncan upon his return from Tuskegee, where he spent an entire day in conference with supervising colored agents of the state.

T. M. Campbell, field agent for negro work in five states, with headquarters at Tuskegee Institute, has direct supervision over the work in Alabama, and is doing everything possible to make the extension service a real service. As he explains it, they take their "cue" from the white agents but, in most cases, before they put it into practice they have to boil it down, in order to make it apply to the negro conditions.

In line with the white county agents, they are now holding terracing, pruning, spraying, and other demonstrations, and also looking after any disease outbreak among animals.

The negro women are looking especially after the improvement of health conditions and also better prepared foods.

Thus it seems that by working in their humble way the negro extension workers are doing a great work.

NEGRO FARM AGENTS IN ANNUAL MEETING

LITTLE ROCK ARK GAZETTE
APRIL 27, 1921

16 Representatives Here rom Various Counties for Three-Day Convention.

The three days' annual meeting of negro farm and home demonstration agents convened at 9 o'clock at the Pulaski county courthouse yesterday morning with 16 agents present.

Addresses were made by W. J. Jernigan, state director of boys' and girls' club work, on the necessity of leadership in successful club activities; by Miss Connie Bonslagel, state home demonstration agent, who spoke on the co-operation between the races in the betterment of farm life; by J.A. Presson, state supervisor of rural schools for negroes, who spoke on educational activities among the negroes throughout the state. Lectures were made at the afternoon session by representatives of the Agricultural Extension Division of the University of Arkansas.

Agents attending the session are: T. D. Spears of Chicot county, S. H. Ellis of Columbia, J. D. Rice and Alice Winston of Conway, Louise Jones and Lou Woodard of Lee, Mary J. McCain of Mississippi, B. H. Bennett of Little River, William Harris and Dora Hollman of Phillips, J. M. Harris of Pulaski and H. H. Mitchell and Lugenia E. Bell of St. Francis.

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THE FIGHT AGAINST FEDERAL AID FOR SCHOOLS

Literary Digest — 4/16/21

WAR TO THE HILT has apparently been declared by Catholic societies on the Smith-Towner Federal education bill, which has been indorsed, we are told, by hundreds of Chambers of Commerce, Rotary Clubs, women's clubs, and other civic organizations. Protestant adherents of the bill see in it splendid possibilities for the improvement and extension of education, and believe, says *The Christian Century*, that it will "meet the immediate need for Americanization work which was so sadly revealed by the war and which will increase as the new tide of immigration rolls in." But the Catholics, in addition to their fear that the bill is "ultimately aimed at the parochial schools," believe that it is "a gross violation of State rights because it takes control of education away from the States," and that it purposes "to have all private and public education at the mercy of a Federal bureaucracy." The bill lapsed in the last Congress, but is to be revived in the Sixty-seventh. It provides for the establishment of a Department of Education with a Secretary who shall be a member of the President's cabinet and declares that it shall be the duty of the department to undertake investigations regarding illiteracy, education of immigrants, public-school education, especially rural education; physical education, preparation of teachers for the public schools, and such other matters as, in the judgment of the Secretary, may require attention and study. An annual appropriation of $100,000,000 is provided for the five specific purposes: for the removal of illiteracy, $7,500,000; for the Americanization of foreigners, $7,500,000; for physical education, health, and sanitation, $20,000,000; for training teachers, $15,000,000; for the partial payment of teachers' salaries, the promotion of general education, especially rural education, and the equalization of educational opportunities, $50,000,000. It is further provided that "all the educational facilities encouraged by the provisions of this Act and accepted by a State shall be organized, supervised, and administered exclusively by the legally constituted State and local educational authorities of said State."

There are some good features in this bill, *The New World* (Catholic) willingly admits, and "every American regards with a sense of shame the immense amount of illiteracy in a country so rich as ours." But, asks this paper, would the Smith-Towner Bill abolish the evils it is aimed against? The answer is that "the history of Federal subsidies is an outstanding disgrace in financial management," and we are told further that—

"A huge bureau created by Congress is more than likely to fall into the control of politicians more intent on their jobs than on educational standards. The Government does not attract the best minds, and a reign of low mediocrity would result. The monotony of an educational monopoly would certainly tend to kill off initiative, and the last state would be worse than the first. The Smith-Towner Bill will not pass. We are coming into an era of economy. Mounting debts will make the new Administration chary of adventures. As a Southern beneficence, we suspect that a Republican Administration will not lie awake nights pondering the educational shortcomings of Dixie."

Arrayed with the Catholic press against the bill, representative bodies like the National Council of Catholic Men, the National Council of Catholic Women, and the Knights of Columbus are also sternly set against its provisions. In a letter to Catholic organizations the National Council of Catholic Men warns them that the Secretary of Education and his subordinates "will always have in view the possibility of using the educational system in furtherance of their own partizan interests. The public-school system will become a vast political machine." And this machine, it is charged, "will give a Federal Administration the opportunity of creating an educational autocracy—really endangering the liberty of thought and information, which is a basic right of the people." Speaking for the organization of which he is the head, James A. Flaherty is quoted in the Boston *Pilot* (Catholic) as saying of the bill:

"The Knights of Columbus oppose it not so much on religious as on patriotic grounds. It is the entering wedge of Socialism in our Federal Government; it is ultimately the assertion that the State has rights prior to the parent over the child. . . . . .

"The Knights of Columbus defeated the proposal in Michigan to abolish parochial schools. The Smith-Towner Bill is also ultimately aimed at the parochial schools. If these schools were abolished it would cost the people of the various States something approaching a billion dollars in taxes to provide the quality of education for the quantity of pupils that these schools contribute every year to the national welfare. Joining with the protests of other denominations and organizations, the Knights of Columbus denounce the Smith-Towner Bill as an attempt to erect a permanent tyranny over the minds of our children."

Turning now to the other side, *The Christian Science Monitor* sees the Catholic opposition as a natural effort to protect their own schools. "There is not much doubt about the reasons underlying this opposition," it observes. "They are essentially the same that are raised, here and there, wherever there is a movement or a policy calling for increasing expenditures of public moneys for public education, wholly outside of Roman Catholic control." What the Smith-Towner Bill actually proposes to do, it is argued, "is to encourage education in and by the States, without taking charge of it or controlling it." And—

"In proportion as Roman Catholic sentiment favors education in its parochial schools, it tends to object to a continuing or increasing support of the public schools. It occasionally urges the appropriation of public moneys for the support of the parochial schools, on the specious argument that the parochial schools are an acceptable substitute for the public schools. Since the Smith-Towner Bill proposes to aid, with Federal money, only those educational activities that are properly to be classed as public, because carried on for the benefit of persons of all religious beliefs but with special favor for none, the bill would be of no benefit to the parochial schools. It would not help private schools of any kind. In fact, in so far as it should work an improvement in the public schools and the quality of education they afford, it would tend to stimulate a sharper competition than now obtains between the public schools and the parochial or other private schools."

More bitter comment, however, comes from other quarters. "It would be too bad if the interference of a bigoted priesthood would prevent the adoption of a bill which contains so many promising features," declares *The Reformed Church Messenger*, remarking that "the all too familiar protest against 'Federal autocracy' and the violation of 'home-rule principles' is, as usual, employed to hide the 'colored gentleman in the wood-pile.' This cry has always been sounded when an attempt has been made to secure uniform divorce laws, Federal oversight of moving pictures, or the abrogation of the more atrocious forms of child labor. It is the camouflage of vested interests and will not bear the light of day." Respecting the objection that the bill will result in Federal control of the schools, *The Lutheran* says that this danger is specifically guarded against in the terms of the bill itself. Furthermore, we are informed, the National Education Association, which is opposed to centralized control of the public schools, indorses this measure.

FESS DESCRIBES PUBLIC WELFARE PLAN OF HARDING

Constitution 4/7/21.

Calls for Four Divisions: Education, Social Service, Public Health and Veteran Service.

PRAISE GIVEN NEGROES BY WHITE EDUCATORS

Rehabilitation of Thousands of Men Affected by Industrial Progress Asked in Address.

Plans of the Harding administration for a federal department of public welfare call for four divisions—education, public health, social service—and veteran service—each in charge of an assistant secretary, Representative Fess, of Ohio, chairman of the house education committee, declared in an address last night before the Georgia State Teachers' association.

Mr. Fess said he personally favored creation of a department of education and public welfare and during conferences with President Harding had urged upon him the wisdom of establishing such a department. "Thus far I have not been successful" said Mr. Fess. "In case the president insists upon the scheme as outlined I shall advise educators and their friends to join in the plan as a far better situation for education than it now sustains."

The Ohio representative stressed the importance of "giving to education the place it properly and logically is entitled to in any scheme of public welfare as it is the one constructive factor in all public welfare, others being remedial."

Another feature of the day was the passage of a resolution commending the negro race for its progress in education, industry and civic responsibility during the last half century, illiteracy having been reduced from 100 to 27 per cent.

The resolution which was submitted by J. S. Stewart, L. B. Evans and J. C. Harris, was read at the afternoon session of the Georgia Association of Negro Educators in Bethel church.

Teachers Hear Land.

F. E. Land, state educational supervisor, urged that the legislature be petitioned to erect better and more effective laws which will insure the proper methods of rehabilitation for thousands of men disabled through the evolution of industrial progress. More than one thousand school teachers, many of them from Atlanta schools, who had a holiday Friday for the purpose of attending the events of the educational convention, heard Mr. Land give a detailed description of the situation of thousands undergoing vocational training in hospitals and schools, and said that while many were idly discussing rehabilitation legislation and activities, the time was actually wasted, inasmuch as prompt, concentrated effort on the parts of a determined few would relieve the industrial situation by making these men, who are an expense to the country in their present status, self-sustaining and an asset, rather than a liability, to the state and nation.

In urging legislation providing for the naming of county school superintendents by school boards instead of by popular vote, M. L. Brittain, state school superintendent, said that "while there are many good men holding this office under the present law, there are a lot of counties which have made no progress at all, which can invariably be attributed to lack of effective policies in the school management." The question of the consolidation of high schools, particularly in the weaker and more remote sections, was brought up by Mr. Brittain, who stated that he intended to bring this problem before the legislature with a view to

From Over

securing necessary legislative measures.

"The present system of installing superintendents is as unbusinesslike as electing a bank cashier by popular vote," said Mr. Brittain.

"The proper construction of sch- ls" was the main topic brought up at the gathering of educators in the house of representatives at the state capitol Friday afternoon. Mr. Brittain presided, and protest was made against the insanitary and otherwise inefficient methods governing the construction of many Georgia schools. Gross neglect in the planning of innumerable little details of many schools was charged.

Progress of Negro.

The resolution adopted and read before the gathering of negro educators by white representatives of the Georgia education association, follows:

The Georgia Educational association recognizes and commends the progress the negro race has made in education, industry and civic responsibility during the last half century, it having reduced its illiteracy from 100 to 27 per cent.

We reaffirm our belief in the right of and the necessity for the education of the children of all the people, and urge the school authorities to provide proper educational facilities regardless of race. We recognize the serious menace of illiteracy in any portion of our population.

We know that for the most part the races live together in peace and friendship, enjoying equal economic opportunities and like protection of the law, but we cannot fail to condemn the occasional outbreaks of lawlessness on the part of either race, that not only disturb relations between the various elements of our population and reflect upon the good name of the state, but destroy regard for law and order and the sense of justice to all people, and prevent the realization, in a measure, of the purpose for which the state was founded and to which this association is devoted.

Miss Howard Here.

Among those in Atlanta this week attending the educational sessions is Miss Anna Marie Howard, of Washington, D. C., an instructor in visual education. Miss Howard is an expert in this science, which has been recommended by school authorities as eminently fitted for the instruction of children.

The work consists of visualized stereopticon pictures, accompanied by verbal explanations and Miss Howard states that she has found it one of the most effective means of stimulating and holding a child's interest. On Friday morning a class was staged at Lee street normal school, the participants being the Luckie and Lee street schools. Miss Mobley, seventh grade teacher at Luckie street school and Miss Phelts of the Lee street school, were in charge of the classes. The subject was "featuring the principles of industrial geography."

At 6:30 oclock Friday evening a banquet was tendered the white delegates at the Piedmont hotel.

At the morning session held in Wesley Memorial Auditorium at 9:30 o'colck, Miss Katherine Dozier, of Gainesville, Ga., president of the Georgia Education association, announced the committees appointed Thursday evening. Walter B. Hill, state supervisor, gave an address on "our colored schools," urging the necessity and duty resting upon the white race in extending every aid to the colored race in their campaign for "education of the negro youth."

Miss Dozier, who several years ago made an extended tour of Russia, depicted the deplorable lack of educational facilities, the lawlessness with the consequent. She urged that Georgia take Russia as an example of the inevitable results arising from ignorance and poverty, stating that education was the one and only cure. "Even in terms of dollars and cents," she said, "education pays tremendously."

An address of welcome was extended at the morning session by W. F. Dykes, of the Atlanta schools, followed by an address by Miss Nell Murphy, in the absence of Miss Mildred Rutherford. A graceful tribute was paid Miss Dozier when Miss Murphy pronounced her "the greatest woman in Georgia."

Fine School Exhibits.

The school exhibits in Taft hall and the city Auditorium are attracting hundreds daily. Practically every school in Atlanta contributed toward the success of this exhibition and the specimens displayed are 100 per cent the product of the school children.

The program for Saturday's session of the Georgia educational association follows:

9:30 A. M.

Music.

"State Federation of Woman's Clubs—Their Educational Work"—Mrs. J. E. Hays, state president.

"Contracts and Tenure of Office"—Harold D. Myer, rural education, State Normal school, Athens, Ga.

Music.

Georgia Bankers' association, educational committee, Robert Strickland, Jr., chairman.

Report of committees.

Adoption of constitution.

Election of officers.

Adjournment.

Negro Convention.

The negro convention is expected to be an epoch-marking event and hundreds of Georgia's most noted negro educational, social and welfare workers are here for discussion of the vital problems affecting their race. The slogan of their convention is "the negro youth of Georgia shall be educated."

Consideration will be given projects which will have a tendency to establish the negro upon a standard of higher efficiency.

The program for the joint session of the four negro organizations attending the convention, follows:

FRIDAY—3 P. M.

"How to Make Teaching a Profession"—Professor H. H. Long, dean Paine college, Augusta.

"A Chapter in the History of Georgraphy"—Professor E. H. Webster, principal normal department, Atlanta university.

"Keeping Up in Teaching"—M. Agnes Jones, principal Houston Street school, Atlanta.

"The Psychological Basis of Teaching"—President J. H. Lewis, Morris Brown university.

"Music Interpretation and Appreciation"—Jeanie B. Horne, supervisor of music, colored schools, Savannah.

"An Agricultural and Mechanical High School for Each District in Georgia"—Professor J. E. Williams, principal Ebenezer A. and I. institute, Millen.

At the close of this session the Georgia Colored Parent-Teacher's association will be organized, H. R. Butler, president.

FRIDAY—6 P. M.

Reception to delegates in Sunday school auditorium of Bethel church.

FRIDAY—8 P. M.

W. J. Trent, presiding.

Prayer—Dr. E. P. Johnson.

Music—Atlanta university.

Address, "Economic Influence of the Public Schools"—President John Hope, Morehouse college.

"Cultivating the Feeling of Responsibility in Students"—Dean Myrom W. Adams, Atlanta university.

Solo—Annie Mae Blossomgame.

"A State Normal School for North Georgia"—Rev. J. H. Gadsden, principal H. and I. school, Rome.

"The Duty of Fraternal Orders Towards Education"—Rev. W. R. Mack, grand lecturer K. of P., Augusta.

Music—Morehouse college.

Closing addresses, President J. W. Holley, Georgia Normal and Industrial college; Professor H. Pearson, vice president Georgia State Industrial college.

Vocal solo—J. W. Burney, Atlanta.

In addition to the above program, delegations of white educators are attending the sessions and delivering addresses. M. L. Brittain and W. F. Dykes, city school superintendent.

At Negro Convention.

On Saturday, a feature of the negro convention will be the demonstration of moving pictures showing the advance of progress of the race through systematic prescribed methods, and the successful overcoming of vital problems will be shown by visual teaching plans on the screen.

Following is the program, which will mark the end of the negro convention:

SATURDAY—9 A. M.

Devotions.

Demonstration of school games—William J. Faulkner, director of physical education, Y. M. C. A., Atlanta.

Practical demonstrations of method of visual teaching—Edward L. Snyder, Pyramid Pictures corporation, Chicago.

Visiting tour of the colleges.

Field day games by public school children at Morris Brown university, 2:30 p. m.

Sessions for Negroes.

Outstanding features of Friday morning's session of the Association for Advancement of Education Among Negroes and the Association of Teachers in the Public Schools were addressed by Rev. M. D. Shemburger, of the Warren Chapel M. E. church; Dr. M. W. Reddock, of Americus, Ga., and others.

H. L. Brittain, state superintendent of schools, and W. F. Dykes, of the Atlanta schools, also appeared at the meetings in Bethel church, and gave addresses to the gathering of negro educators.

In discussing the need for co-operation between the religious organizations and educational forces, Dr. Shamburger said in part: "Ignorance is a common enemy to well-organized society. It has neither racial nor geographical significance. When America and the allies recognized Germany as a common enemy, it was possible for black and white men to lay aside whatever differences they might have one with the other and come together with the united strength and man-power to put the enemy to flight. As ignorance and its allies, vice, crime and superstition are enemies to educational forces and religious organizations alike, the time has come for all of those forces to make common cause."

"The days of individualistic effort has passed," said Dr. Reddick, "and this is the day of group action and mass movement. The association for the advancement of education among negroes affords a neutral channel through which all of the agencies making for better citizenship must function."

Congressman Simeon D. Foss, from Ohio, will address the colored teachers Saturday morning at 9:30 o'clock at Bethel church.

United States Public Health service arranged conferences on Sex Education in connection with the state conference of the Georgia Education association. The meetings were held at the Boys' High school Friday afternoon at 3 o'clock and there will be another session Saturday morning at 10. The chief speaker at the gatherings Saturday will be Dr. B. C. Guenberg, of the United States Public Health service. Other speakers of note will participate.

Education – 1421.
Illiteracy

District of Columbia

10,000 ILLITERATES AT NATION'S CAPITAL

New York Herald 4/14/21

Washington, D. C., Apr. 11.—The Bureau of Census has announced that in the District of Columbia there are over 10,000 persons ten years of age and over who are "illiterate," the term "illiterate" in this sense being understood to mean persons who ar unable to read or write either E lish or any other language. Of this number 8,053 are said to be Negroes, 1,728 are foreign born whites and 640 are whites of native birth. The report states that for the Negroes of the District the percentage of illiteracy decreased from 13.5 in 1910 to 8.6 in 1920. But for Negro children it is significant to note the percentage of illiteracy: for those from 10 to 15 years old is only 0.5, and for those 16 to 20 years of age only 1.7; while for adult Negroes 21 years old and over the percentage of illiteracy is 10.7.

DIVISION OF BEHAVIORAL SCIENCE RESEARCH REEL 13